



Meeting Your Standards

Students will

1. read selections in different genres from the beginnings of the British literary tradition through the Middle Ages.
2. apply a variety of reading strategies, particularly literal comprehension, appropriate for reading these selections.
3. analyze literary elements.
4. use a variety of strategies to build vocabulary.
5. learn elements of grammar, usage, and style.
6. use recursive writing processes to write in a variety of forms.
7. develop listening and speaking skills.
8. express and support responses to various types of texts.
9. prepare, evaluate, and critique oral presentations.

Unit Instructional Resources

In **Unit 1 Resources**, you will find materials to support students in developing and mastering the unit skills and to help you assess their progress.

► Vocabulary and Reading

- **Vocabulary Warm-up Word Lists A and B** identify selection words for students who read at one or two grades below level.
- **Vocabulary Warm-up Practice (A and B)** provides practice on the Word List words.
- **Reading Warm-ups A and B** provide reading passages containing the Word List words, along with questions and activities for students working at one or two grades below level.

► Selection Support

- Reading Strategy
- Literary Analysis
- Vocabulary Builder
- Grammar and Style
- Support for Writing
- Support for Extend Your Learning
- Enrichment

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TeacherEXPRESS™ You may also
Plan • Teach • Assess access these
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Assessment Resources

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Unit 1 Resources
 Diagnostic Tests
 Benchmark Tests

Standardized Assessment

**Standardized Test
 Preparation Workbook**

Miniature of Gawain leaving Arthur's court and arriving at the White Abbey in search of Lancelot. Ms. Douce 198, fol. 151v, Bodleian Library, University of Oxford

◀ This illustration from a manuscript of *Sir Gawain and the Green Knight* illuminates the text with art, ornate borders, and letters.

From *Legend to History* (A.D. 449–1485) ■ 1

Introduce Unit 1

- Direct students' attention to the title and time period of this unit. Have a student read the quotation. **Ask** them: How has the Arthurian legend become part of history? **Possible response:** The stories of King Arthur and his knights made such an impact on people that they have been taken as fact. Many researchers believe that the stories are founded in some truth.
- Have students look at the art. Read the Humanities note to them, and **ask** the discussion question.
- Then **ask:** What kind of literature or themes in literature do you think might come out of this period in British history? **Possible response:** Students may suggest historical accounts or epics. Themes may include courage, religion, and survival.

Humanities

Sir Gawain and the Green Knight, The Bodleian Library, Oxford

In the Middle Ages, books were copied by hand. These *manuscripts* (Latin for "written by hand") were often *illuminated*, that is, the text was illustrated with small works of art and ornate borders and letters.

This picture, which shows Sir Gawain departing from King Arthur and his queen, comes from an illuminated medieval manuscript that relates the adventures of Sir Gawain.

What clues reveal that this painting is from a book?

Answer: You can see the lettering from the text above the picture.

Unit Features



Burton Raffel Each unit features commentary by a contemporary writer or scholar. Translator Burton Raffel introduces Unit 1 in *Setting the Scene*, in which he discusses life in early Britain. Later in the unit he introduces *Beowulf*. He also contributes his insights on narratives in the Writing Workshop.

Connections

Every unit contains a feature that connects the British literature of the period to World Literature. In this unit, students will connect *Beowulf* with excerpts from *Gilgamesh* and the *Iliad*. Students will also connect oral traditions of the time period to Hailey's *from Roots*.

Use the information and questions on the Connections pages to help students enrich their understanding of the selections in this unit.

Reading Informational Materials

These selections will help students learn to analyze and evaluate informational materials, such as workplace documents, technical directions, and consumer materials. Students will learn the organization and features unique to non-narrative text.

In this unit, students will read and interpret a map.

Introduce Burton Raffel

- Burton Raffel introduces the unit and provides insights into Britain's early settlers. His introduction to *Beowulf* appears later in the unit on pages 36–37.
- Have students read the introductory paragraph about Burton Raffel. Tell them that Raffel has taught at universities in the United States, Israel, and Canada. He practiced law on Wall Street and, besides writing numerous translations, he has written poetry and critical studies.
- Use the *From the Author's Desk DVD* to introduce Burton Raffel. Show Segment 1 to provide insight into his writing career. After students have watched the segment, discuss the role of a translator.

With Rain Comes Life

- Have students read Raffel's commentary on early life in Britain.
- Raffel explains the hierarchical structure of the time period.
Ask: Do you think that society during this time period needed this structure? Why?
Possible answer: During this time period, it was necessary to have a hierarchical structure. It helped form some sort of law and stability in a society that was mainly uneducated. Those that were educated were leaders in the Church and nobility; the hierarchical structure was a natural solution.
- Tell students that Burton Raffel will provide insights into *Beowulf* in Part 2 of this unit.

Setting the Scene

The literature in Unit 1 introduces the rich cultural heritage that lays the foundations for *The British Tradition*. The following essay by translator Burton Raffel describes the people who first called England their home. Later, the unit introduction and the literature that follows present the writing that these early settlers contributed to the immense canon, or collection, of works called British Literature.



From the Translator's Desk

Burton Raffel Talks About the Time Period

Introducing Burton Raffel (b. 1928) Born in New York, poet and scholar Burton Raffel has translated such classics as *Beowulf*, *Don Quixote*, and Rabelais' *Gargantua and Pantagruel*. He is currently a professor of English at the University of Louisiana.

 **Burton Raffel**

With Rain Comes Life

We tell jokes about the rainy English climate. A warm ocean current brings that moisture, and makes England the green, fertile land it still is. When the last ice age ended, some three thousand years ago, all across Europe easy hunting ended with it, and people without rich pasturage and easy farming went hungry. The English Channel was not as broad as it is today, and wave after wave of immigrants came pouring across.

Daily Life Life for England's earliest settlers was in many ways much like that still lived in England, as recently as the early nineteenth century. Cities were, for the most, part a thing of the future, though London was even then beginning to become a rich, bustling port. People lived on and by the land, which was worked by both men and women. Sheep were kept for their wool, pigs for their meat, chickens for their eggs. Most people raised a large percentage of the food they ate. There were no shops where one could buy such necessities as clothing (woven and sewn by hand), though artisans like blacksmiths made tools and other metallic items. Most of the land was owned by nobles, both hereditary and newly created aristocrats, having been made counts and earls as kingly rewards. There were many kingdoms on the island now called England and a good deal of quarreling between and among them.

Kings, Lords, Knights, and Peasants Society was hierarchical—that is, very little moved upward from the peasant level, and virtually everything proceeded downward from the nobility. No one imagined questioning the necessity for these largely fixed relationships. Without leadership, no community would function, and no stability would have been possible. These were matters as much taken for granted as, today, automobiles and television sets. Most of what we would call “work” was performed by those at the lower levels of society. We have no direct testimony from them, but

2 ■ *From Legend to History (449–1485)*

Teaching Resources

The following resources can be used to enrich or extend the instruction for the Unit 1 Introduction.

From the Author's Desk DVD

Burton Raffel, Segment 1

Unit 1 Resources

Names and Terms to Know, p. 5

Focus Questions, p. 6

Listening and Viewing, p. 25



from drawings and paintings, and surviving documents written by clergy or the minority of aristocrats who could read and write, there is a sense of relatively prosperous busyness. England was a rich habitat, as its inhabitants well knew. What overseas trading there was usually involved costly goods that only a few could afford. There was a good deal of local trading, most of which was conducted on the barter principle. Aristocrats dressed elaborately and expensively; most others dressed very plainly, both men and women wearing loose-fitting garments very like what we today call “smocks.”

People not only worked, but they played. There was a good deal of group dancing; the songs we call “carols” in fact began as dance music. There were harvest and other agricultural festivals, and there were more solemn religious festivals. For both the secular and the holy festivities, there were other entertainments, from storytelling to dramatic presentations.

From Many Kingdoms to One Nation By the ninth century, some unification of the country’s many kingdoms had occurred. Alfred the Great was the most notable English ruler, though still not entirely in control. Immigrants and Anglo-Saxon “natives” pulled and tugged at one another, and continued to fight over the prosperous green land. It was William of Brittany (in France) who finally created as much unity as England was to know for almost another five hundred years. In 1066, at the Battle of Hastings, William the Conqueror defeated an Anglo-Saxon opponent and became the increasingly powerful king of England. The kind of feudal structure he enforced was based on a close accounting of wealth, as reported, at William’s direction, by the famous Domesday Book. William’s England, now a Norman French “colony,” was officially a French-speaking land: indeed, English law courts employed French until the sixteenth century.

But toward the end of the Anglo-Saxon period, we do not know exactly when, someone, somewhere, produced a poetic narrative, probably meant as a guide to proper kingship. This famous book is known as *Beowulf*.

Critical Viewing

What items of value might be listed in the Domesday Book, shown here? [Speculate]



For: A video clip of Burton Raffel

Visit: www.PHSchool.com

Web Code: ese-8101

For: More about Burton Raffel

Visit: www.PHSchool.com

Web Code: ese-9101

Reading the Unit Introduction

Reading for Information and Insight Use the following terms and questions to guide your reading of the unit introduction on pages 6–14.

Names and Terms to Know

Celts and Anglo-Saxons
Alfred the Great
Norman Conquest
William, Duke of Normandy
Magna Carta
Feudal System
Gutenberg

Focus Questions As you read this introduction, use what you learn to answer these questions:

- What impact did Alfred the Great have on the development of England?
- In what ways did literature keep history alive in Anglo-Saxon and medieval England?

Reading the Unit Introduction

Tell students that the terms and questions listed here are the key points in this introductory material. This information provides a context for the selections in the unit. Students should use the terms and questions as a guide to focus their reading of the unit introduction. When students have completed the unit introduction, they should be able to identify or explain each of these terms and answer or discuss the Focus Questions.

To provide students with additional help in reading the Unit 1 introduction, give them pages 5 and 6 from *Unit 1 Resources*.

Concept Connector

After students have read the unit introduction, return to the Focus Questions to review the main points. For key points, see p. 13.



Typing in the Web Code when prompted will bring students to a video clip of Burton Raffel.

Using the Timeline

The Timeline can serve a number of instructional purposes, as follows:

Getting an Overview

Use the Timeline to help students get a quick overview of themes and events of the period. This approach will benefit all students but may be especially helpful for visually oriented students, English-language learners, and those less proficient in reading. (For strategies in using the Timeline as an overview, see the bottom of this page.)

Thinking Critically

Questions are provided on the facing page. Use these questions to have students review the events, discuss their significance, and examine the *so what* behind the *what happened*.

Connecting to Selections

Have students refer to the Timeline when beginning to read individual selections. By consulting the Timeline regularly, they will gain a better sense of the period's chronology. In addition, they will appreciate the world events that gave rise to these works of literature.

Projects

Students can use the Timeline as a launching pad for projects such as these:

- **Customized Timeline** Have students create a period timeline in their notebooks, adding key dates as they read new selections. They can use dates from this Timeline as a starting framework.
- **Special Report** Have students scan the Timeline for items that interest them, research these further, and report on them to the class.

British and World Events

449

600

900

BRITISH EVENTS

- 449 Anglo-Saxon invasion. ▼
- 597 St. Augustine founds Christian monastery at Canterbury, Kent.
- 653 Celtic church begins to spread Christianity among people living in Severn Valley.
- 664 Synod of Whitby establishes Roman Church in England.
- 731 **Bede** completes *A History of the English Church and People*.
- c. 750 Surviving version of *Beowulf* composed.
- 793 Vikings attack Lindisfarne.
- 871 Alfred the Great becomes King of Wessex. ▼

WORLD EVENTS

- 476 Western Europe: Fall of Western Roman Empire.
- 496 France: Clovis, king of Franks, converts to Christianity.
- 542 Byzantine Empire: Plague kills half the population of the capital, Constantinople.
- 552 Japan: Buddhism introduced. ►
- 591 China: Beginning of book printing.
- 637 Middle East: Jerusalem conquered by Arabs.
- 712 Spain: Seville conquered by Moors.
- 732 France: Charles Martel defeats Moors.
- 771 France: Charlemagne becomes king.
- 800 Peru: Incas build city of Machu Picchu.
- c. 810 Baghdad: Algebra devised.
- 861 North Atlantic: Vikings discover Iceland.
- c. 975 Saxon monks copy Old English poems into *The Exeter Book*.
- 991 English defeated by Danes at Battle of Maldon.
- 1040 Macbeth kills Duncan I.
- 1042 Edward the Confessor becomes king of Saxons.
- 1066 Normans defeat Saxons at Hastings; William the Conqueror becomes king of England. ▲
- c. 900 Western Europe: Feudalism develops.
- 911 France: Normans establish Normandy.
- 982 Greenland: Eric the Red establishes first Viking colony.
- c. 1020 America: Viking explorer Leif Ericson explores Canadian coast.
- 1045 Spain: Birth of El Cid, national hero who fought Moors.
- 1053 Italy: Normans conquer Sicily.
- 1096 Europe and Middle East: First Crusade begins.

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Getting an Overview of the Period

Introduction To give students an overview of the period, indicate the span of dates along the top of the Timeline. Next, point out that the Timeline is divided into specifically British Events (on the top) and World Events (on the bottom). Have students practice scanning the Timeline across, looking at both the British Events and the World Events. Finally, point out that the events in the Timeline often represent beginnings, turning points, and endings.

Key Events Have students identify key political events, such as invasions.

Answer: In 449, Anglo-Saxons invaded; in 1066, the Normans invaded.

Then, have students trace cultural developments.

Possible responses: In 597, Christianity was introduced; in 871, Alfred the Great became king; and in 1215, the Magna Carta was signed.

1070

- 1073 Canterbury becomes England's religious center.
- c. 1130 Oxford becomes a center for learning.
- 1170 Thomas Becket, Archbishop of Canterbury, murdered. ▼
- 1215 King John forced to sign Magna Carta.

1220

- 1233 First coal mined at Newcastle.
- 1258 First commoners allowed in Parliament.
- 1272 Edward I becomes king.
- 1277 England conquers Wales.
- 1295 Edward I assembles Model Parliament.
- 1337 Beginning of the Hundred Years' War with France.
- 1348 Black Death begins sweeping through England.
- c. 1375 Surviving version of *Sir Gawain and the Green Knight* written.

1380

- 1381 Bible first translated into English.

1485

- 1381 Peasants' Revolt.
- 1386 Chaucer begins writing *The Canterbury Tales*. ▲
- 1455–1485 The Wars of the Roses.
- c. 1470 Thomas Malory writes *Morte d'Arthur*.

- c. 1100 France: *Song of Roland* written.
- 1139 Portugal: Afonso I defeats Moors and assumes title of king.
- c. 1150 Spain: First paper made.
- 1192 Austria: Duke Leopold imprisons Richard I of England.
- 1194 Iceland: *Elder Edda*, a collection of Norse myths and legends, first appears.
- 1214 China: Mongol leader Genghis Khan captures Peking.

- 1275 China: Marco Polo visits court of Kublai Khan.
- 1291 Europe and Middle East: End of Crusades.
- 1307 Italy: Dante begins writing *The Divine Comedy*.
- 1325 Mexico: Aztecs establish Mexico City and create a dating system with a solar year of 365 days. ►
- 1341 Italy: Petrarch crowned poet laureate of Rome.

- 1429 France: Joan of Arc leads French in breaking siege of Orléans.
- 1453 France: Hundred Years' War with England ends.
- 1453 Germany: First Gutenberg Bible printed.
 - 1461 France: François Villon writes *Grand Testament*.
 - 1484 Italy: Botticelli paints *Birth of Venus*.
 - 1485 Peru: Incan Empire reaches its zenith.

Introduction ■ 5

Answers continued

2. Describe the style in which the artist portrays the murder of Archbishop Thomas Becket of Canterbury. What does this style suggest about reaction to his death? **[Interpret]**
Possible response: The artist uses gestures to show the forcefulness of the assassins and the vulnerability of Thomas Becket, suggesting that he was wrongfully killed.

3. Look at the picture of Chaucer's pilgrim (1386). What would it have been like to travel on horseback from London to Canterbury? **[Speculate]**
Possible response: Students may mention exposure to the elements and the need to stop at inns.

Analyzing the Timeline

- (a) What is the earliest date given for the introduction of Christianity to England? (b) Why is this date important? **[Hypothesize]**
Answer: (a) In 597, St. Augustine founded a monastery at Canterbury. (b) Britain eventually became a Christian nation.
- (a) When did the Vikings attack a site in Britain? (b) What may have happened to this seafaring, warlike people? **[Infer]**
Answer: (a) They attacked Lindisfarne in 793. (b) **Possible responses:** The Vikings were defeated by the settled peoples of the area to which they sailed and gave up raiding; the Vikings settled down in the places to which they traveled and were assimilated by the local people.
- (a) What important military campaign occurred in France a year after Bede completed his *History*? (b) If those who lost the battle had won it, how might the history of Britain have been different? **[Speculate]**
Answer: (a) Charles Martel defeated the Moors. (b) Britain, too, might have fallen to Moorish invaders.
- (a) When did the Normans conquer England? (b) Does the Timeline suggest that they were eventually expelled, or that they were assimilated (married local people and eventually lost their distinct identity)? Explain. **[Hypothesize]**
Answer: (a) The Normans conquered England in 1066. (b) There is no mention of a battle or revolt after 1066; the Timeline suggests that they assimilated.
- (a) What two dramatic events occurred in Britain in the 1330s and 1340s? (b) How might these events have affected the population of the British Isles? **[Infer]**
Answer: (a) In 1337, the Hundred Years War began with France. In 1348, the Black Death swept across England. (b) They probably decreased the population dramatically.

Critical Viewing

- Why might the invaders of Britain (449) have decorated their helmets with horns? **[Infer]**
Possible response: The invaders wore horns to frighten their enemies.

Literature of the Period

- “The Seafarer,” p. 18, and “The Wanderer,” p. 23, offer piercing, first-person accounts of the loneliness and alienation that sea-roving and warfare could prompt.
- *Beowulf*, p. 40, sets forth the stoic credo of the Anglo-Saxon invaders mentioned in the historical accounts.
- The excerpt from Bede’s *The History of the English Church and People*, p. 78, will acquaint students with a work that was translated into English and was made more accessible under the sponsorship of King Alfred the Great.
- The excerpt from *The Anglo-Saxon Chronicle*, p. 83, details some of the events from the Danish invasion up to the death of Alfred the Great.

Critical Viewing

Answer: Church-going would have become part of people’s weekly routines; people may have turned to priests and monks for advice or for help in settling disputes; traditional pagan rituals accompanying planting, harvesting, and other work may have been banned by the Church.

From Legend to History (A.D. 449–1485)

Historical Background

The Conquest of Britain Between 800 and 600 B.C., two groups of Celts from southern Europe invaded the British Isles. One group, who called themselves Brythons (now spelled “Britons”), settled on the largest island, Britain. The other, known as Gaels, settled on the second largest island, known to us as Ireland.

The Celts were farmers and hunters. They organized themselves into tightly knit clans, each with a fearsome loyalty to its chieftain. When these clans fell into disagreement with one another, they often looked to a class of priests known as Druids to settle their disputes.

The next conquerors of Britain were the far more sophisticated Romans. In 55 B.C. and again the next year, the Roman general Julius Caesar made hasty invasions. The true conquest of Britain, however, occurred nearly one hundred years later. Disciplined Roman legions spread over the island, establishing camps that soon grew into towns. The Roman rule of Britain lasted for more than 300 years. It ended only when northern European tribes invaded Italy and increased pressure on Rome itself. The last Roman legions departed from Britain to defend Rome in A.D. 407. By that time, the Britons faced a new set of invaders.

These invaders were the Anglo-Saxons, from what is now Germany. Some Anglo-Saxons appear to have been deep-sea fishermen; others seem to have been farmers, perhaps seeking soil richer than the sandy or marshy land at home. Gradually, the newcomers took over more and more of what today is England.

The Coming of Christianity By the fourth century, the Romans had accepted Christianity and had introduced it to Britain. A century later, when the Celts fled the Anglo-Saxons, they took their Christian faith with them. Although Rome fell to barbarian tribes in A.D. 476, the Celtic Christian Church continued to thrive.

In the late sixth century, a soldier and abbot named Columba, along with some monks, gained converts to Christianity and established monasteries in the north. In 597, the Roman cleric Saint Augustine (not the early Christian Church father) arrived in southeast England and converted King Ethelbert of Kent to Christianity. Augustine set up a monastery at Canterbury in Kent and began preaching his faith to other rulers as well.

Critical Viewing

This map shows the spread of Christianity throughout Europe. What effects might this religious conversion have had on daily life? **[Analyze Causes and Effects]**

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Enrichment

The Meaning of Roman Rule

To help students understand the importance of Roman rule, ask them whether they have ever visited another city in the United States. How did they find their way there? Where did they eat and, if they paid for accommodations, where did they spend the night? Point out factors enabling Americans to leave their homes and travel hundreds of miles with confidence: a uniform currency, restaurant franchises, hotel chains, similar laws.

Explain to students that Rome provided some of the same things. It built roads, fortifica-

tions, and aqueducts. Its military forces defended Britain against alien invasion. Its laws enabled the English to enjoy some of the protections enjoyed by other citizens. Also, the use of Latin throughout the empire guaranteed that traders could be at home in many places around the world. Have students speculate whether our world is moving in the direction of a universal language and currency. Discuss the advantages and disadvantages of such a system.

By providing counsel to quarreling rulers, the Church promoted peace and helped unify the English people.

Danish Invasion In the ninth century, the Norse of Norway and the Danes of Denmark were pressured by their own rising populations and took to the seas. These Vikings carried their piracy to the British Isles. The Norse set their sights on Northumbria, Scotland, Wales, and Ireland, whereas the Danes targeted eastern and southern England.

The Viking invaders sacked and plundered monasteries, destroyed manuscripts, and stole sacred religious objects. They burned entire communities and put villagers to the sword. Although the English fought back valiantly, the Danes made broad inroads. By the middle of the ninth century, most of northern, eastern, and central England had fallen to the invaders.

In 871, a king ascended to the Wessex throne who would become the only ruler in England's history ever to be honored with the epithet "the Great." This king was Alfred, and he earned the title partly by resisting further Danish encroachment. Under a truce concluded in 886, England was formally divided: The Saxons acknowledged Danish rule in the east and north, and the Danes agreed to respect Saxon rule in the south. Alfred the Great became a national hero.

Alfred's achievements went far beyond the field of battle, however. Not only was he instrumental in preserving the remnants of pre-Danish civilization in Britain, but he encouraged a rebirth of learning and education.

Toward the close of the tenth century, however, more Danes from Europe attempted to recapture and widen the Danelaw, the eastern and northern sections of England under Danish control. Once they succeeded, they forced the Saxons to select Danish kings. Then, in 1042, the line of succession returned to a descendant of Alfred the Great. This king, Edward, had acquired the title "the Confessor" because he was a deeply religious Christian. His death in 1066 led to the end of the Anglo-Saxon period of history.

The Norman Conquest The Normans, or "north men," were descendants of Vikings who had invaded the coast of France in the ninth century. William, Duke of Normandy, had family ties to Edward the Confessor, the English king. When Edward died in 1066, the Saxon council of elders chose Harold II to be king. William of Normandy, however, claimed that Edward had promised the throne to him, and he crossed the English Channel to assert his claim by force. At the Battle of Hastings, near a seaside village in southern England, Harold was killed, and William emerged victorious.

Over the next five years, William suppressed the Anglo-Saxon nobility and confiscated their lands. He saw to it that Normans controlled the government and that business was conducted in Norman French or in Latin. The Normans gradually remade England along feudal lines. Feudalism had taken root on the European continent at a time when no central

Background Literature

To make literature and other documents more accessible, Alfred oversaw translations of Bede's *History* and other works from Latin into Anglo-Saxon, the everyday language of the people. In this way he fostered the growth of the English language and its literature. He also began to keep records of English history in *The Anglo-Saxon Chronicle*, one of our principal sources of information on early English life.

Humanities

Use the illustrations in this section to introduce students to illuminated manuscripts. (Excerpts from manuscripts appear on the unit opener spread and on p. 5.)

Explain how monks, dedicated to copying over precious manuscripts, would devote days to working with paints and gold leaf to adorn the pages of illuminated manuscripts.

Tasks were divided: Some provided paintings to illustrate the story; others adorned with clever designs the borders of the page or the capital letters. (The latter are the original illuminators.)

Before the invasions of the Danes, English manuscript art at Lindisfarne, Weymouth, and Jarrow was dominated by the decorative techniques brought by Irish monks.

Critical Viewing

Answer: The Vikings were metal workers. The sword is long and broad, not thin like a rapier; it is designed for long crosscuts, not thrusts. This indicates that the Vikings valued physical strength.

Critical Viewing

What can you infer about Viking society and technology by studying this sword? [Make an Inference]

Introduction ■ 7

Differentiated Instruction

Solutions for All Learners

Strategy for Less Proficient Readers

Have students preview the art and illustrations in this section and answer the questions about them before reading "From Legend to History."

Strategy for English Learners

Have these students use the illustrations and photographs in "From Legend to History" to speculate about the era. Also, have them glance at the bold headings in the text in this section. Have them formulate questions that the sections introduced by these heads might answer.

Strategy for Advanced Readers

Challenge more advanced students to use the illustrations and photographs along with the information in "From Legend to History" to draw conclusions about the daily life of teenagers during this period.

Background

Social Studies

Although they descended from the Vikings, the Normans had adopted many French ways over the years. They had become devout Christians. They had accustomed themselves to speaking a dialect of the French language. They had also organized themselves according to the French political and economic system of the times—feudalism.

Critical Viewing

Answer: The Normans who arrived in England came prepared to camp, since they brought with them cooking implements such as the tongs and grill shown at the right. This suggests that they were used to military campaigns away from home.

Fine Art Transparencies

Use Art Transparency 2, *Harold Brings News to William*, to give students more of a sense of the Bayeux Tapestry. The transparency is accompanied by an Enrichment Note on the tapestry and additional activities.

Humanities

Bayeux Tapestry

Using colored thread, medieval French needleworkers stitched the story of William the Conqueror's invasion of England—from the precipitating events through the Battle of Hastings—in more than seventy scenes on a long (231 feet), narrow (19½ inches) strip of linen. Their work, known as the Bayeux Tapestry (after the French town in which it was hung), has served as a valuable source of information about these events. Though the tapestry's pictorial style is simple, details are rendered precisely and accurately.



government was strong enough to keep order. The feudal system involved an exchange of property for personal service. In theory, all the land belonged to the king, who parceled it out among his powerful supporters. He gave these supporters noble titles—usually “Baron”—and special privileges. As a vassal of his overlord, each baron paid certain fees, or taxes, and supplied a specified number of knights—professional soldiers—should the king require them. In return for their services, knights usually received smaller parcels of land, called manors. The peasants who worked these manors were the lowest class in the feudal system, the serfs.

The Reign of the Plantagenets Although Norman influence continued for centuries, Norman rule ended in 1154 when Henry Plantagenet, Count of Anjou, came to the throne as Henry II. Henry founded the royal house of Plantagenet and established a record as one of England's ablest kings.

Henry's concern with legal matters led him into direct conflict with the Church. When the archbishop's seat at Canterbury fell vacant, he appointed his friend Thomas Becket to the position, expecting Becket to go along with royal policy. Instead, Becket defied the king and appealed to the Pope. The Pope sided with Becket, provoking Henry to rage.

Some of Henry's knights misunderstood the royal wrath. In 1170, four of them murdered Becket in his cathedral. Henry quickly condemned the crime and tried to atone for it by making a holy journey, or pilgrimage, to Becket's tomb. Thereafter, a pilgrimage to Becket's shrine at Canterbury became a common English means of showing religious devotion.

The Magna Carta The next king, Richard I, spent most of his reign staging military expeditions overseas. His activities proved costly, and his successor, King John, inherited the debts. John tried to raise money by ordering new taxes on the barons. The barons resisted these measures, bringing England to the brink of civil war. To avert further trouble, King John at last agreed to certain of the barons' conditions by putting his seal on the Magna Carta (Latin for “Great Charter”).

In the Magna Carta, the king promised not to tax land without first meeting with the barons. Although the document produced no radical changes in government, many historians believe its restrictions on royal power marked the beginning of constitutional government in England.

Lancasters, Yorks, and Tudors In 1399, the House of Lancaster replaced the Plantagenets on the throne. The Lancastrian kings were Henry IV, Henry V, and Henry VI, all of whom later became central figures in the

Critical Viewing

The Bayeux Tapestry is a piece of embroidered linen (231 feet by 19½ inches) that tells the story of King Harold's defeat at Hastings in 1066. This small section of the tapestry shows the Normans preparing a meal after their Channel crossing. What conclusions can you draw from this scene about the Normans and their way of life? [Draw Conclusions]

8 ■ From Legend to History (A.D. 449–1485)

Enrichment

Watching the Sky

During the Middle Ages, observing the sky was an important activity. Determining weather and seasons was vital, but the sky was also searched for stars, planets, and such phenomena as comets and eclipses. These phenomena were studied both as a matter of curiosity and because many were viewed as omens.

In the spring of 1066, only a few months after Harold's coronation, a comet appeared. It was seen as a bad omen. We now know, based on the date and the comet's cycle, that it was

Halley's comet. Its appearance was recorded on the Bayeux Tapestry and was mentioned in *The Anglo-Saxon Chronicle*.

Ask students how our current study of the sky compares with that of the Middle Ages. Encourage students to find a picture of Halley's Comet as rendered on the Bayeux Tapestry and as shown in a modern astronomical photograph. (Books and the Internet are both good sources.)

historical dramas of Shakespeare. Through the fifteenth century, however, the House of York contested Lancastrian rule. The conflicts known as the Wars of the Roses (1455–1485) pitted York against Lancaster. First one house, then the other ruled as they fought over the throne. Eventually, Henry Tudor, a distant cousin and supporter of the Lancastrian kings, led a rebellion against the unpopular Yorkist king Richard III and killed him in battle. Tudor, crowned Henry VII, later married Richard's niece, uniting the houses of York and Lancaster and ending the Wars of the Roses.

Decline of the Feudal System While royal families struggled for supremacy, the social structure of England was changing. After the great plague, called the Black Death, swept across England in 1348 and 1349, a massive labor shortage increased the value of a peasant's work. Landowners began paying their farmers in cash, giving these workers a greater sense of freedom. Along with freedom went frustration, as peasants began to complain about discriminatory laws and heavy taxes. In 1381, peasants in England staged a revolt against serfdom. The revolt was crushed, but many of its causes continued, and so did the peasants' discontent. Gradually, a free peasantry replaced the serfs of the Middle Ages. However, the question of social justice for the lower classes would arise again.



Point/Counterpoint

The Middle Ages: 1000 Years of Darkness?

The Middle Ages are sometimes pictured as a glittering time of chivalrous knights and daring deeds. Were they actually centuries of brutality and chaos? Two historians express opposing points of view.

YES! "It says much about the Middle Ages that in the year 1500, after a thousand years of neglect, the roads built by the Romans were still the best on the continent: . . . The level of everyday violence—deaths in alehouse brawls, during bouts with staves, or even in playing football or wrestling—was shocking. Tournaments were really occasions for . . . mayhem."

—from *A World Lit Only by Fire*
by William Manchester

NO! "In the development of single communities and groups of communities there occurs now and again a moment of equilibrium, when institutions are stable and adapted to the needs of those who live under them; when the minds of men are filled with ideas which they find completely satisfying. . . . Such a period were the Middle Ages. . . ."

—from *Medieval Europe*
by H.W.C. Davis

Critical Viewing

- (a) What aspects of feudal society, as diagrammed here, are similar to aspects of modern-day America?
(b) What class of modern people is equivalent to the class of knights in feudal society? [Relate]

Background Social Studies

Explain to students that a peasant's diet was limited to bread and vegetables; meat was a luxury. After 1000, trade began to flourish, agriculture expanded, and money began to circulate. By the 1300s, peasants were renting their land or being paid for their labor. Their old bondage to the land was loosening.

Critical Viewing

Possible response:

(a) In medieval society, like today, few people occupied places of extreme privilege. (b) Modern-day equivalents to the knights of feudal society might include professional soldiers. Those who own or have important managerial authority over a large business could be compared to lords or lesser lords. Today's workers, with the freedom to move from job to job, are not really equivalent to medieval serfs.

Literature of the Period

- The ties binding king to lord and lord to peasant in medieval society gave people a firm sense of their place in the social order. For an affecting lament on the loss of this sense—the plight of the exile—refer students to "The Wanderer," beginning on p. 23.
- The chart of Feudal Society suggests that medieval society was rigidly hierarchical. However, let students know that Chaucer's *The Canterbury Tales: The Prologue* (p. 98) reveals a colorful diversity of occupations and social classes.

Background Music

Monastic culture, preserver of the Anglo-Saxon epics and histories, also produced the distinctive music of the period: the Gregorian chant. Named for Pope Gregory I (c. A. D. 540–604), these chants are musical settings for the texts used in masses and prayer services. The chants, or plainsongs, feature only one melody line and rarely use more than ten pitches, yet they encompass a variety of styles and structures.

POINT/COUNTERPOINT

Underscore that the period known as the Middle Ages stretches over 1,000 years and covers many countries. Then, ask the following questions.

- Why are the two viewpoints so different?
Answer: The two historians are looking at different aspects of the era.
- Is it possible that both historians are correct? Explain.
Answer: Answers should include the concept that any era has both good and bad elements.

- What are some aspects of current culture that future historians might view as positive or negative? Is there anything that the first historian might describe as "everyday violence" today?

Possible responses: Answers might include modern medicine and space exploration in the positive column and crime and war in the negative. As for violence, some might point to gangs or violent video games and movies, or they might note that violence is more common in some countries.

Historical Background Comprehension Check

1. Who ruled Britain before the coming of the Anglo-Saxons?
Answer: The Celts and, later, the Romans ruled Britain before the coming of the Anglo-Saxons.
2. What important cultural development occurred in Britain during the late sixth century?
Answer: Roman missionaries began to convert the Anglo-Saxons to Christianity.
3. Which Anglo-Saxon king is remembered for making peace with the Danes?
Answer: Alfred the Great is the Anglo-Saxon king who made peace with the Danes.
4. Briefly describe the social system the Normans imposed on England.
Answer: The Normans imposed feudalism on England. Feudalism was a hierarchical society with distinct classes, based on landownership and loyalty.

Critical Thinking

1. How was the concept of property under feudalism different from today's ideas of property?
[Compare and Contrast]
Answer: In feudalism, all land was owned, in theory, by the king. In return for the loyalty of his barons, he granted them its use. In the modern idea of property, land is owned by whomever has bought it.
2. How was the Magna Carta a step on the way to Britain's constitutional monarchy of power? [Infer]
Answer: It lessened the monarchy's power, making it more dependent on the monarch's subjects' consent.
3. How did the plague contribute to the birth of capitalism?
[Generalize]
Answer: It led to the introduction of money as the link between lord and serf.

Critical Viewing

Possible responses: The Anglo-Saxons may have buried such items with their royal dead to show them honor, and because these things were appropriate for kings. There may also have been some thought of needing these things in an afterlife.



Literature of the Period

Anglo-Saxon Literature Anglo-Saxon literature began not with books, but with spoken verse and incantations. The reciting of poems often occurred on ceremonial occasions, such as the celebration of military victories.

Anglo-Saxon Poetry This early verse falls mainly into two categories: heroic poetry, recounting the achievements of warriors, and elegiac poetry, lamenting the deaths of loved ones and the loss of the past. The long poem *Beowulf* is the most famous example of heroic poetry, whereas a famous elegiac poem is "The Wanderer."

Beowulf This epic, or long heroic poem, is the story of a great legendary warrior renowned for his courage, strength, and dignity. Because it is the first such work known to have been composed in the English language, it is considered the national epic of England.

Like most Anglo-Saxon poets, the author of *Beowulf* is unknown. Although versions of the poem were likely recited as early as the sixth century, the text that we have today was composed in the eighth century and not written down until the eleventh. Thus, the poem includes many references to Christian ideas and Latin classics. Clearly evident in *Beowulf*, however, are the values of a warrior society, especially those of dignity, bravery, and prowess in battle.

Anglo-Saxon Prose Before the reign of Alfred the Great, all important prose written in the British Isles was composed in Latin. The monks who transcribed these works regarded the vernacular, the language of the common people, as a "vulgar tongue." The greatest of England's Latin scholars was the Venerable Bede (673–735), whose *History of the English Church and People* gives an account of England from the Roman invasion to his own time.

Another great work of prose from this time is *The Anglo-Saxon Chronicles*, the name given to a group of historical journals written and compiled in monasteries. Unlike Bede's *History*, these records were written in Old English, the earliest form of our own language.

Literature of the English Middle Ages During this period, the first true dramas emerged, the poet Geoffrey Chaucer created a vivid picture of medieval life, romances portrayed the deeds of knights, and anonymous balladeers sang of love and deeds of outlaws.

10 ■ From Legend to History (A.D. 449–1485)

Critical Viewing

This gold shoulder clasp comes from the site of a seventh-century grave or commemorative tomb for an Anglo-Saxon king. It is comparable to items buried with Beowulf. Why do you think Anglo-Saxons buried such items with their royal dead? [Infer]

Enrichment

Invention in the Middle Ages

Though people sometimes describe the Middle Ages as a time of intellectual darkness and superstition, it was an era that saw significant advances in the technology of agriculture. In at least some parts of western Europe, the plow was no longer a simple blade to scratch the earth. It rode on wheels, and a new arrangement of parts ensured that it would actually turn over the soil as it passed. Windmills began

to appear, harnessing the power of the wind to grind grain into flour. Even hand tools such as axes were improved during this time.

Medieval Drama During early Norman times, the Church often sponsored plays as part of religious services. In time, these plays moved from the church building to the churchyard and then to the marketplace. The earliest dramas were miracle plays, or mystery plays, that retold stories from the Bible or dealt with aspects of the lives of saints.

During the turbulent fifteenth century, a new kind of drama arose: the morality play. Morality plays depicted the lives of ordinary people and taught moral lessons.

An Emerging National Identity In 1454, a German silversmith, Johann Gutenberg, perfected a process of printing from movable type. Printing then spread rapidly throughout Europe, and, in 1476, William Caxton set up the first movable-type press in England. English literature no longer needed to be hand-copied by church scribes.

One of Caxton's first projects was the printing of Geoffrey Chaucer's work. Chaucer wrote in Middle English, a language quite close to English as it is spoken today. After centuries of the ebb and flow of conquerors and their languages, the island of England had finally settled on a national identity of its own.

Geoffrey Chaucer Poet Geoffrey Chaucer was born into the merchant class that was adding to the wealth of London and the nation. Chaucer's father was a wine merchant, and young Geoffrey grew up amid the bustle of a successful international business. As a teenager, he entered an aristocratic household as a servant. This apprenticeship led to a career in which he served the nobility as a capable administrator. Chaucer's perch in society, just below the aristocracy, gave him a perfect vantage point for observing all kinds of people.

Nowhere does Chaucer display his keen powers of observation better than in *The Canterbury Tales*. This work, planned as an exchange of tales among pilgrims journeying to the shrine of martyr Thomas Becket at Canterbury, gave Chaucer the opportunity to show a cross section of medieval society. In doing so, he moved literature beyond the themes of courtly love and knightly adventure that dominated the many medieval tales called romances. His compassionate humor and lively realism make him one of the first modern writers.

Although Chaucer completed only 22 of the 120 tales that scholars think he planned to write, these 22 exhibit a great variety. They include the tale of chivalry told by the Knight, the *fabliaux* (French for "short stories")

Critical Viewing

In the late fifteenth century, the movable-type press began to play an important role in society. This set of letters and its designed border were produced by William Caxton's printing device. Speculate about the effect this device had on English society.

[Speculate]

Critical Thinking

1. Anglo-Saxon heroic poems tell the stories of great warriors. Who might have been the audience for such poems? [Infer]

Answer: Anglo-Saxon nobles and warriors were a likely audience for these heroic poems.

2. Monks originally wrote in Latin. What conclusions can you draw from the fact that *The Anglo-Saxon Chronicle* was written in Old English? [Draw Conclusions]

Answer: The English began to take their own, native tradition more seriously.

3. (a) How is a morality play different from a mystery play? (b) Why might morality plays have emerged during the turmoil of the fifteenth century? [Analyze Causes and Effects]

Answer: (a) Morality plays had ordinary people as their main characters. Mystery plays used Bible characters or saints.

(b) Perhaps during times of trouble, people looked to see their own uncertainties and troubles dramatized on stage.

Critical Viewing

Answer: Books were easier to make, so they became more widespread; it became easier to acquire knowledge; more people could learn to read.

Critical Viewing

Answer: (a) Students should recognize Robin Hood as the prominent figure with the bow and arrow. (b) Robin Hood appears fearless, determined, and talented.



told by the Miller and the Reeve, the animal fable told by the Nun's Priest, and the story based on a fairy tale told by the Merchant. The highly moral Parson, when asked to contribute a tale, declines to tell an "idle story" like those of the other pilgrims. This passage shows how Chaucer introduces a greater dimension of realism by having his fictional storytellers describe their tales and react to previous ones.

Romances, Lyrics, and Ballads

Medieval romances were tales describing the adventures of knights. The most popular romances told about King Arthur. For centuries after their defeat by the Anglo-Saxons, the Celts had told stories of this great Celtic hero. Inasmuch as historians cannot say for certain whether Arthur actually lived or not, tales about him are considered legends, a blend of fact and fiction. When the Normans were battling the Anglo-Saxons, they became interested in the old Celtic legends. Because of the Normans' French ties, the tales of Arthur spread not only in England but also in France. In the fifteenth century, Sir Thomas Malory collected these tales in his book *Morte d'Arthur* ("The Death of Arthur").

Europeans of the Middle Ages had a fondness for a harplike instrument called the lyre. In palaces and castles, poets often strummed lyres as they recited their verse. From this custom, English lyric poetry developed. Lyric poems of this period fall into two main categories: secular and religious. The usual topics of secular poetry are love and nature. Religious lyrics might consist of a hymn praising God or a prayer of supplication.

Another popular poetic form was the ballad, a folk song that told a story. Experts find most surviving ballads impossible to date. One series concerns Robin Hood, a legendary hero who may have existed around the turn of the thirteenth century. An outlaw, Robin lives in the woods with his band of "merrye" men, robbing from the rich and helping the poor.

Critical Viewing

(a) Which of these two figures is probably Robin Hood? Why? (b) What does the artist's portrayal of Robin Hood suggest about his way of life, his abilities, and his motives? **[Analyze]**

Two Funerals

To get an overview of British literature, you might begin with two funerals. These ceremonies occur 1,500 years apart, but each honors a person of great importance. Between these two solemn public events—one real and one fictional—the story of British literature unfolds.

One occurred on Saturday, September 6, 1997. It was the funeral of Diana, Princess of Wales. You yourself might have been among the estimated 2.5 billion people worldwide to watch the services for Diana, killed in a tragic auto accident.

The other funeral, from the beginnings of British history and literature, honored Beowulf. He was the king of a Germanic tribe living in southern Sweden, probably during the early sixth century A.D. His death came, after a glorious lifetime of killing enemies and monsters, in a desperate battle with a dragon.

from *Beowulf*

Translated by Seamus Heaney

The Geat people built a pyre for Beowulf,
stacked and decked it until it stood four-square,
hung with helmets, heavy war-shields
and shining armor, just as he had ordered.

- 5 Then his warriors laid him in the middle of it,
mourning a lord far-famed and beloved.
On a height they kindled the hugest of all
funeral fires; fumes of woodsmoke
billowed darkly up, the blaze roared
10 and drowned out their weeping, wind died down
and flames wrought havoc in the hot bone-house,
burning it to the core. They were disconsolate
and wailed aloud for their lord's decease.

from "A Farewell to the 'People's Princess'"

by Dan Balz (*The Washington Post*)

LONDON, Sept. 6—In precedent-shattering ceremonies that were at once sorrowful and uplifting, Diana, Princess of Wales, was remembered today as a woman of "natural nobility" whose life of compassion and style transcended sometimes abusive press coverage and even the royal family itself. Later she was laid to rest on her family's estate, concluding one of the most extraordinary weeks in the modern history of Britain. . . .

A Story Told in Literature A comparison of these funerals shows that in 1,500 years, warring male-centered tribes that valued physical courage and loyalty became a nation of male and female citizens who valued concern for all those in need and the honest expression of feelings as much as physical courage. British literature both recorded and influenced this dramatic change.

The British Tradition
Close-up on History

- Princess Diana's death in a car crash on September 6, 1997, was met by a tremendous outpouring of grief in Britain and abroad. Musicians such as Elton John composed songs in her honor, many of the charities she represented around the world honored her in special ceremonies, and her funeral service was broadcast around the world. In Paris, near the tunnel where her car crashed, a golden torch was erected in her memory. Throughout Britain, a moment of silence was observed as the country mourned the death of their beloved princess.
- Have students discuss funerals of other famous people and ways in which they were honored. **Ask** students what kinds of literature keep records of these occurrences. **Possible responses:** Students may suggest newspaper/magazine articles, poems, or non-fiction books.

Concept Connector

Have students return to the Focus Questions on p. 3. Ask them to use these questions to orally summarize the main points in the Unit Introduction. Students' summaries should include the following points:

Impact of Alfred the Great on England:

- His achievements in battle helped stop further Danish invasion.
- He supported education and learning.

Literature as historical records in Anglo-Saxon and medieval England:

- Heroic poems detailed the achievements of warriors in battle.
- Anglo-Saxon prose, such as the *History of the English Church and People* and *The Anglo-Saxon Chronicles*, were historical records of the time period.
- Geoffrey Chaucer's *The Canterbury Tales* are observations of medieval society.

Critical Thinking

1. What kinds of events caused important changes in early English? **[Generalize]**
Answer: Conquest and invasion contributed to the development of early English.
2. Review the examples of English words with Norman roots. What areas of life do you think the English words adapted from the Normans mostly concern?
[Draw Conclusions]
Answer: Normans dominated the upper strata of society. They influenced the vocabulary of courtly behavior and etiquette.

Critical Viewing

1. Use the map to determine what type of language the Danes brought to England. **[Interpret a Map]**
Answer: The Danes brought a Germanic language to England.
2. Use the map to determine which people who contributed to the English language did not come from the European continent. **[Interpret a Map]**
Answer: The Celts, who came from Ireland, did not come from the Continent.

Answer to the Activity

Students can find the first eighteen lines of “The Prologue” to *The Canterbury Tales* in Chaucer’s original Middle English on p. 98. The subject of a Middle English sentence, like that of a modern English sentence, generally precedes and adjoins the verb. Common nouns are generally preceded by articles. “Little” words, such as *the* and *and*, appear in identical form in both languages. Many Middle English words, such as *melodye*, are almost exactly like their modern forms but include a final *e*. Middle English used the verb *hath*, no longer current in modern English. In some forms, verbs that otherwise resemble their modern equivalents end in *-en*. A *y* appears at the beginning of some verbs.

The Changing English Language

The Beginnings of English

BY RICHARD LEDERER

ENGLISH

The rise of English as a planetary language is an unparalleled success story that began long ago, in the middle of the fifth century A.D. Several large tribes of sea rovers—the Angles, Saxons, and Jutes—lived along the continental North Sea coast, from Denmark to Holland. Around A.D. 449, these Teutonic plunderers sailed across the water and invaded the islands then known as Britannia. They found the land pleasant and the people easy to conquer, so they remained there. They brought with them a Low Germanic tongue that, in its new setting, became Anglo-Saxon, or Old English. In A.D. 827, King Egbert first named Britannia *Englaland*, “land of the Angles.”

The language came to be called *Englisc*. Old Englisc differs so much from modern English that it is harder for us to learn than German is. Still, we can recognize a number of Anglo-Saxon words: *bedd*, *candel*, *eorth*, *froendscipe*, *mann*, *moder*, and *waeter*. Anglo-Saxon words such as these concern the unchanging basics of life. They survived subsequent social upheavals nearly unmodified. English was to gain its more sophisticated words from other languages, as in the case of the multitude of scientific terms that derive from Latin and Greek.

MIDDLE ENGLISH

A dramatic evolution in the language came after yet another conquest of England, this one by the Norman French two centuries after the rule of Egbert. The new conquerors came from Normandy, a province of France. These Normans (shortened from *Northmen*) had originally been Viking freebooters from Scandinavia, but they now spoke French and had taken to French customs.

In 1066, under William, Duke of Normandy, the Normans invaded England. In a bloody battle at Hastings they conquered the Saxons and Danes who resisted them, killed the Saxon king, Harold, and forced the nobles to choose Duke William as king of England.

One result was that Old Englisc was flooded by the French spoken by the Normans. Examples of French influence include the words *sir*, *madam*, *courtesy*, *honor*, *chivalry*, *dine*, *table*, *roast*, *court*, and *royal*. From this infusion of French words emerged a tongue that today we call Middle English.

14 ■ From Legend to History (A.D. 449–1485)

Activity

Read the opening verse of the Prologue to Geoffrey Chaucer’s *Canterbury Tales* and look for the words *March*, *shires*, and *martyr*. Research the origins of these words to gain a fuller understanding of their meanings. Then, write briefly about what their diverse origins suggest about the history of the English language itself.

Enrichment

Listening to Old and Middle English

Have students listen to the readings in Old English (from *Beowulf*) and in Middle English (from “The Prologue” to *The Canterbury Tales*) on the **Listening to Literature Audio CDs**.

Before playing the reading from *Beowulf*, have students read lines 530–542 of the poem. Knowing the basic meaning of the passage may help them identify words.

Have students listen to the Middle English. After they hear the recording, ask them how much they understood, and have them use dictionaries to identify words with Anglo-Saxon and French roots. **Possible responses:** An Anglo-Saxon word is *droghte* (drought); a word with a French root is *vertu* (virtue).

Earthly Exile, Heavenly Home

Selection Planning Guide

The selections in this section explore the theme of exile in Anglo-Saxon poetry. “The Seafarer” tells the tale of a sailor whose passion for the sea causes him to undertake dangerous, lonely voyages. The plight of a warrior who must find a new place in the world after his lord dies is described in “The Wanderer.” In “The Wife’s Lament,” a woman whose husband has sent her away describes her misfortune.

Humanities

A Norman Knight looking back at William

(detail from Bayeux Tapestry)

The Bayeux Tapestry commemorates the conquest of England by William the Conqueror in 1066 and was probably commissioned by William’s half brother, Odo, the bishop of Bayeux.

Have your students link the art to the focus of this part, “Earthly Exile, Heavenly Home,” by answering these questions.

1. The Bayeux Tapestry shows over seventy details from a historical event. What historical event might be commemorated in such an artwork today?

Possible responses: A contemporary Bayeux Tapestry might show the conquest of space, beginning with the first airplanes; it might show a presidential campaign, beginning with earlier events in the candidates’ careers.

2. This great work about a non-religious subject was probably commissioned by a bishop and displayed in his cathedral. What do these facts tell you about the role of the Church in the Middle Ages?

Answer: These facts suggest that the Church was actively involved in political and international events in the Middle Ages.

Differentiated

Instruction

Solutions for All Learners

Accessibility at a Glance

More Accessible
The Wanderer

Average
The Seafarer

More Challenging
The Wife’s Lament